



Nova Southeastern University
NSUWorks

Oral Histories of Nova Southeastern University

NSU Digital Collections

10-24-2011

Interview with Dr. Anthony DeNapoli - Exec. Dir. Office of International Affairs

Anthony DeNapoli
Nova Southeastern University

Follow this and additional works at: http://nsuworks.nova.edu/nsudigital_oralhistories

 Part of the [Educational Leadership Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Public History Commons](#)

NSUWorks Citation

DeNapoli, Anthony, "Interview with Dr. Anthony DeNapoli - Exec. Dir. Office of International Affairs" (2011). *Oral Histories of Nova Southeastern University*. Book 24.
http://nsuworks.nova.edu/nsudigital_oralhistories/24

This Audio CD is brought to you for free and open access by the NSU Digital Collections at NSUWorks. It has been accepted for inclusion in Oral Histories of Nova Southeastern University by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

AD= Dr. Anthony DeNapoli

Nova Southeastern University

History of Presidents

Dr. Anthony DeNapoli

JP= Dr. Julian Pleasants

AD= Dr. Anthony DeNapoli

JP: This is Julian Pleasants. I'm with Anthony DeNapoli at Nova University. It is the 24th of October, 2011. Talk about how you first learned about Nova and how you got involved in the Educational Leadership Program.

AD: Sure. Well, first of all, I was on my way to Columbia University as a doctoral student and then started to speak to some superintendent's in Long Island, New York, who were graduates of the Ed leaders program, who said to me, "You really ought to consider going to Nova's program, which is a much more global program, a much more vibrant program, than the Columbia program, which is focused more on the superintendence for urban areas, for urban superintendents." So I took a look at it and actually I liked what I saw and decided to apply for the program, got accepted into the program, and then started the program with Nova back in 1990 or so.

At the time then, I worked on my doctorate and developed a number of relationships here at the university. I completed my doctorate in '94 and was asked to work with the alumni group for the educational leaders program in '94. So I began to work with alumni in Ed leaders, particular, in '94.

JP: But you were not here in Fort Lauderdale?

AD: I was not here in Fort Lauderdale. I was in New York at the time. I was in New York. I worked with them for two years. I was serving as what was then called a cluster coordinator, doing the Ed leaders cluster in Pennsylvania, and then also working for the Ed leaders program in terms of the alumni group.

Then, with the arrival of the new provost at the Fischler School of Education, Dr. Wells Singleton – he spoke to me and asked me if I'd be interested in coming on board and joining his new that he was putting together at that point, which was in – we started talking in late '96 and then I joined full time in '97 as executive dean.

JP: And when you were... And I guess you had been a principal and had been in administrative work in the public schools.

AD: Mm-hm.

JP: When did you first hear about Nova as opposed to learning about the doctoral program? Did you know anything about Nova at all?

AD: Not really. I didn't know much about Nova, other than the fact that I knew there were some superintendents on Long Island. I was involved in school administration in Long Island for a long time. I was 21 years in the public schools.

JP: So, in essence, you learned about it from other people who were in similar positions to you who had taken this program?

AD: Correct.

JP: Would you discuss how you went through the process of getting your degree? What did the requirements entail, and how did you go about doing that, because you would have been taking the cluster?

AD: Right. Actually, I was in the cluster in Delaware.

JP: Delaware?

AD: In Delaware. So, at the time – you probably have heard this from others, but at the time many, many folks went to other clusters outside their states because Nova didn't operate in certain states. In this case, it was New York. The closest cluster for me was Delaware. So I was getting up on weekends and three or four times a month driving down to Delaware for our classes, our on-site classes. And I actually continued the program all the way through until they changed the site to Bucks County, Pennsylvania, in the last year. So, for all intents and purposes, I really went to the program in Delaware and in Pennsylvania.

We also had summer conferences at the time, and those institutes were – the first one was held out in Phoenix, Arizona, which was the first summer.

JP: Well, Bucks County and Phoenix are not bad places to be.

AD: Not a bad place to be – although, Phoenix in the middle of the summer at 120 degrees is a little much.

JP: Yeah, that's that wrong time.

AD: As a matter of fact, recall meeting many, many of the university administrators for the first time in

Phoenix, because it was the first time I actually had any constant with anybody that wasn't just teaching a course. I actually met Dr. Fischler at the Phoenix conference at that time.

JP: Take me through a typical weekend when you were starting in Delaware. You would start Saturday morning?

AD: Actually, I'd go down on Friday night. I'd connect with a few colleagues from the cluster and we would do a study session on Friday nights.

JP: And how many would be in the cluster?

AD: Well, we had about 20 in the cluster at the time.

JP: Was that a good number?

AD: That's a good number, a very good number, yeah. They ran in that range, in the 20 range, sometimes a little smaller, sometimes slightly bigger. But the Pennsylvania/Delaware clusters were fairly robust.

JP: And then what would happen on Saturday?

AD: So we'd get together Friday night. We'd use Friday night as a study time and Saturday we spent the entire day in class, from eight in the morning until five in the afternoon. That was a pretty intense day.

JP: And who was teaching the class?

AD: Those were the Nova instructors who flew in to teach the class. They could've been – in that case, there were very few full-time NSU folks, full-time faculty. Most of them were adjuncts. And we had an array of about 15 different adjuncts from 15 different universities in the U.S., which people today, when I show them that list, are absolutely shocked at the kinds of people we had on the faculty at the time.

JP: So they were highly qualified?

AD: Highly qualified folks from University of Chicago, Berkeley, UCLA – all the top 50s.

JP: Well, now, did they have a situation where on one Saturday one person would come in who did educational statistics or what have you, and then another Saturday another expert would come?

AD: That's correct. The way it was set up at the time, which is different than it is now, is that there was one particular course. Let's say it was evaluation. So within evaluation there was a lead instructor and then there were three total instructors for that area. So the

lead instructor would usually kick it off and then the next two Saturdays during that time the other two would come in.

JP: And then that would complete that –

AD: That would complete that course, right.

JP: Then you would go to the next course?

AD: Then we'd go to the next course. But, of course, that was the on-site time. Then there's all the other work that went on in between and after that.

JP: And what would they do – was this just the one day? Did you stay on Sunday at all?

AD: No, we finished. It was a Friday night and Saturday for me, although other programs did have Friday, Saturday and Sunday as well.

JP: Okay. And when you finished that, they would give you assignments, reading? What would they do?

AD: It was no different than any other course where you'd show up at a university maybe twice a week instead for two or three hours a class. Here, you'd go for an intensive day and then you'd have all of your readings, all of your work, all of your assignments, etc., to do.

JP: And how many weekends would you do in a year?

AD: Well, let's see. Those were 16-week courses. They were three weekends per term. So we're talking about... Let's see, how many altogether? It was three years, over three years. I've got to do my math and figure it out, but it was probably nine times per year – actually, 12 times per year over three years.

JP: So it was really a year-round program then?

AD: Oh, yeah. And then the summers we did the summer institute.

JP: And the summer institutes were not necessarily here?

AD: No, there weren't. Actually, one of them was here. It was not on campus; it was off campus. But the times that... We had to do two out of the three years at the time. The first one was in Phoenix, which was a week long, and then the second one was actually here in Fort Lauderdale that I went to, but they used to rotate around the country. They would go East Coast, West Coast and then –

JP: Is that for the convenience of the participants?

AD: It was and it was also to take advantage of different venues. On top of that, for example, we did

things in Phoenix that were linked into training and companies in corporate things that were available in education venues, etc.

JP: And during that week would it be similar to what you had been doing on the weekends?

AD: No, a little bit different. We had a series of workshops, dissertation research meetings, meetings with advisors, meetings with cluster coordinators, interaction with folks from around the world. So it was really a more global –

JP: Exchange of ideas and experience?

AD: Exchange of ideas, presentation. We did something that probably should go down in the history of NSU, which was the artifact sharing. Everybody actually had to bring in an artifact and talk about it, whether it was something going on in their school, something they worked on, a project or whatever. And it was actually something that people frowned on initially, but then realized how valuable it was because you go pretty good ideas after.

JP: What did you bring in?

AD: I'm trying to remember what I brought in at the time. [laughter] It's so long ago. I can't remember what it was. I think it was something I was working on in my church. Actually, it was. It was a program that I'd put together in the school which was called advisor/advisee, which groups adults with kids in a school over a multiage grouping for a period of the time that they were in the school.

JP: The adults outside of the school system?

AD: No, all the adults were within the school setting, but it was almost like what we would've called years ago the old homerun kind of thing, but this was advisor/advisee. It took on a much different role than that. I remember sharing that with the folks, and actually some folks picked that up and implemented it in their schools as well.

So we got a really good opportunity there to interact with faculty and to interact with students from around the globe, because they really were from all over the place at the time. We actually had folks that flew in from China that used to go into the LA cluster. They would show up on the weekends from Taiwan. They'd come from Taiwan into LA. They'd make that —

JP: That's a long commute!

AD: Absolutely.

JP: You thought Delaware was a long way. [laughs]

AD: We had a superintendent in Puerto Rico who flew her own plane Ponce, Puerto Rico into San Juan, and then she'd fly up here to Miami.

JP: Right. Now, those are exactly the kinds of stories, yeah.

AD: Those are the things that you want, yeah. Unfortunately, Charlie Ferris, who's no longer with us, but who was the dean of the Ed leaders program, the last dean of the Ed leaders program. Charlie had tons of those stories he could share with you. We had people that would fly in, come in days before. It was unbelievable the way people actually drew themselves to a cluster because it wasn't offered in their places. And then, of course, since then, we've opened clusters in a lot of those places. We've opened sites in those places.

JP: Why was there not one in New York, do you know?

AD: At the time, it was a licensing issue. New York kind of said no, and I think it was the competition issue;

they didn't want anybody in there. But that was true with a lot of other universities.

JP: Well, I know there was a lawsuit in North Carolina.

AD: There was a lawsuit. Yeah, there was lawsuit in Carolina. I believe we also had some relationship with NYIT early on.

JP: You did, yeah.

AD: And that probably had to do with it as well. So if you were in New York or New Jersey, you went to Delaware or you went up to the Boston area. That's where the closest clusters were.

JP: So, technically, your options were to go to literally quit your job or take a leave of absence to go to Columbia and spend —

AD: Well, actually not. I could've gone to Columbia on a program. From what I've been told, Columbia's program was modeled after the Nova program.

JP: Okay.

AD: It was a weekend and summer kind of program as well. However, as I got into looking at the Columbia

program more and more, it was really targeted towards folks who were in urban education, and that was not my background, nor was it where I wanted to be.

JP: So did Fischler pioneer this concept?

AD: Yes, from my understanding, yes.

JP: If you were outside the educational system, the original view of Nova was that it was a diploma mill and it was —

AD: Original view of Nova was we fought those battles. Actually, I'll give you a great story. I was a principal at the time that I enrolled in the program. My superintendent was very against me coming here. He pretty said, "No, I really would like you to go to Columbia." Of course, he went to Columbia. And I said, "But look at this program."

So I spent a lot of time not only educating him, but he still didn't buy into it. And not only did I go to the program, but three of my colleagues from the same school district enrolled in the program at the time. So there were four of us. So you can imagine he wasn't a happy camper. However, we pursued. We kept him abreast of what

was going on. We showed him the kinds of things we were doing in the program, etc.

Here's a good personal story for you. At the end of the program, when all four of us finished the program, he actually paid for our regalia for graduation.

JP: He was finally convinced?

AD: He was finally convinced. But that took a lot of educating. It took a lot of educating for him to believe because he had in his mind that this couldn't happen. "It's not possible. You need to be on a campus." That's something we still battle somewhat today, having worked here now for going on my 16th year. I did a lot of that early on, when I first got here. And I always have said to people, "Don't defend the place. Educate people about the place. That's what you really need to do."

JP: Yeah. If you defend it too much, it's like you're trying to -

AD: It's like you're trying to sell them.

JP: Yeah.

AD: And I almost told people, "Don't defend anything because there's nothing to defend, but educate people as to what is going on here."

JP: Well, one thing – and I'll get into this later – is it's obvious now this is almost going to be the standard for the future.

AD: Absolutely.

JP: Everything is going to be electronic classrooms and computers and all of this. And now it appears that everybody is into it. It used to be it was Phoenix and Kaplan and a few other ones.

AD: Now it is Harvard, MIT, Stanford – everybody.

JP: Everybody does it.

AD: Right.

JP: So is this something that is now universally accepted?

AD: Well, working in the area of international education, it is to a certain extent accepted and there's a growing acceptance, but I would say in certain areas of the world we still have that program. We still have a problem, for example, in the Middle East. The Middle East will not

accept an online program. We still have kind of a skewed view in parts of Asia. I'd say that Latin America has embraced distance and online learning quicker than most places, and probably because they see it as an opportunity for access for folks who really didn't have an opportunity before, so it's the access part of it.

JP: Plus, they have access to the United States as well.

AD: Right, they have access to the U.S.

JP: I read at one point, but I don't know if you followed up, that you were interested in Brazil and Argentina. Have you expanded there yet?

AD: Yeah. We're working in those areas as well. But those folks have been very much more receptive to distance learning. In fact, there have been growing professional organizations in those areas. There's a whole group called [QAED], which is the quality assurance for distance education, which operates out of Ecuador. But governments are slow to recognize it. Universities are embracing it. People are trying to get into it. We still have issues with technology in certain countries where the bandwidth is

not good enough for folks to deal with it, and it becomes a frustrating situation.

JP: Is there any kind of administrative agency that deals with quality assurance in this country?

AD: There are some agencies around the U.S. Distance Learning Association is one, but they have not – there's no standard in place yet for quality assurance for distance Ed.

JP: I understand that there's no clear cut definition of what it is.

AD: Correct.

JP: That there are still differences. The federal government has one interpretation.

AD: The whole issue – first of all, in this country, Nova is licensed in 24 states and in Puerto Rico. We had to go in and get a license in every single state. At the time I was working in Fischler, I was very much involved in the licensure part of things as well. So every time we wanted to go into a particular state, we'd have to go in and get licensed in that state – i.e. New York, New Jersey, etc.

JP: And how did you go about doing that?

AD: Well, you go in there and you follow the rules that they have, and either they accept you or they reject you at the time. The big coup for Fischler was getting into New Jersey. That required a lot of work, a lot of work, including using an outside agency to help us get in there, etc.

JP: So there's a level of politics as well?

AD: Oh, absolutely.

JP: A lot of it was – in Jersey, for example, it was a group of university presidents that either said yea or any. And of course those guys had a negative view of the university to begin with.

AD: Yeah. The people at Rutgers don't want you coming in.

JP: Rutgers didn't want us to come in. We had more graduates from NSU in New Jersey than Rutgers had in ed administration. So that was an issue. But we went in. In certain places, when you moved the cluster from one zip code to another, you had to go back and get reauthorization to do it. So we had lots of –

JP: So these licenses were not state wide?

AD: Some of them were state wide. Some of them were local, city wide, within the state itself. Those things have all changed. There's a new law out that says we have to be licensed in all 50 states now to provide anything, which the government has just presented. Now they've backed down on it a bit. They were trying to do that.

JP: Well, that would be – you're only halfway there.
[laughs]

AD: That's right. But now the issue is they need to get a handle on the online because, of course, everybody was offering online and there are no restrictions to online. But now they're saying if you're offering online courses to students anywhere, you need to be licensed all over the places, which technically means you need to be licensed in the entire country to do that.

JP: So there's really some difference between online and off campus?

AD: Well, they are. They're making a distinction. Before, the law dealt with physical presence. If you have a physical presence in a state, you need to be licensed in the state. And physical presence means if you're coming in

there with Nova folks and teaching students in our state, you need to be licensed in the state.

JP: But that's essentially what you do, is it not?

AD: That's right.

JP: You have a physical presence everywhere.

AD: Right.

JP: You have a —

AD: Well, the physical presence does not necessarily mean that we have a Nova building.

JP: No, no. You could use classrooms —

AD: It means we're renting space in a college, in a university, in a school system, etc.

JP: But you would always have a cluster leader and you would always have some support person?

AD: Absolutely. There's always a local representative. We have even done that internationally as well.

JP: Yeah. Well, part of the problem, as I see it, is you get an institution like University of Phoenix and you can see very clearly they're bringing people in not for the

educational purposes. They're bringing them in for the money. And so people look at Phoenix and see that as the whole concept of off-campus learning or internet learning, or however you want to put it. Doesn't that sort of create problems for those institutions that are doing it the right way?

AD: Well, sure. The for-profits – Phoenix, Capella, Argosy, Kaplan – have been the driving force behind all this legislation for licensure. So they've created another level of bureaucracy because basically people see them as nothing more than pulling in students from all over the place and taking their money. There was a big piece on the news about giving out the wrong information, telling students they're going to get licensed and things like that. So yeah, they've created an issue.

JP: So the distinction then is for-profit and not-for-profit?

AD: Right.

JP: Explain to me the difference between a nonprofit and a not-for-profit.

AD: Well, that I can't tell you, the nonprofits and the not-for-profits. I don't know if there's a distinction

between that. That is something you'd need to ask the president about. But the for-profits are clearly out there with their shareholders and everybody else. That's not what this is here.

JP: Yeah. So talk a little bit about Abe Fischler's influence over not only the original concept of clusters, but over the educational leaders program up until the time he resigns as president. As I understand, when I talked to him he was still actively involved in educational leadership while he was president.

AD: Yes. When I came in, Abe was actually gone at the time as president. I came in under Ovid Lewis.

JP: Oh, that's right. Yeah, he would've been gone.

AD: He was gone at the time. However, he was still pretty much involved in terms of participation in events and meetings and conferences and speaking at conferences, speaking at some of those summer institutes that I talked about earlier. And then of course he was on the Broward School Board at the time. So his time was there. But I've maintained a fairly good contact with Abe throughout the years, including up to today, because Abe has the history of some of the international stuff as well.

JP: Yeah. He started the program in Panama.

AD: And Colombia.

JP: And Colombia. Those were the beginning programs.

AD: That was the start.

JP: I want to talk about international studies a little bit later. And I understand that at some point in 1997, just as you were coming I think, they moved the Fischler Center to Miami.

AD: That's correct. I was actually – at the time, I started up here. We actually started over on Davie Road up here on those factory buildings, warehouse buildings. And then I was there probably a couple of months when it was decided that we would go to the old Southeastern College campus.

JP: That was their campus, right.

AD: That was their campus.

JP: Which they couldn't sell and had just kept over the years.

AD: Absolutely. So I remember going down there because at the time I was executive dean with the provost down there. I was there the evening before the move and it

was traumatic for many people. Of course, many of them were here. Many of them lived in Broward. Nobody wanted to go down to Miami. I remember people crying. These were professionals who didn't want to move down there.

JP: I don't blame them. [laughter] I wouldn't want to commute.

AD: It's in North Miami Beach, yeah, which is where Southeastern College was. So there were four buildings down there and about a 20-acre campus. At the time – you'll find this interesting, I'm sure – they had done some renovations in there. The main building was the hospital. So the main building – actually what happened... the thing the faculty was happy about was the fact that the faculty offices were old patient rooms and the old patient rooms had bathrooms in them, so everybody had a bathroom. [laughter] Everybody had a bathroom. As a matter of fact, some had tubs!

JP: That's an executive perk.

AD: That's right. Some had tubs. I remember walking in and seeing some of those folks down there just walking in their office and seeing those bathtubs and showers. I don't know how many bathrooms were in the place. God, it

was a five-level building, a couple of hundred bathrooms in there because of the patient rooms.

But it was a mess, actually. We went down there and we did what we could to get the place up and running and moved. And of course, of the years they did a tremendous amount of renovation in there, but people were – they weren't happy initially. They weren't happy. And of course they were isolated from the main campus and the interactions.

JP: Is that still a problem?

AD: It's still a problem. The campus looks good. It's been upgraded.

JP: I understand it has been. By now, it looks pretty good.

AD: Oh yeah, it looks good. They've invested quite a bit of money and resources into it and it looks fine. The issue is that faculty down there feel that there's a disconnect because they're not here and they have to come up here to do things and stuff like that. But those days, the early days down there were somewhat traumatic for people, in getting them there. But then, of course, they lost all their bathrooms because all the floors were

guttled. They were replaced with these portable offices and small cubicles and things like that, which is what most people have today.

I remember the move. I remember people showing up that morning. I remember being there the night before. There were three of us. I remember the bulldozer going through the first floor, cutting down the x-ray rooms and the steel-leaded rooms and operating rooms. It was interesting.

JP: That's a pretty difficult transition from a hospital to an office building.

AD: Yeah. And you know it's kind of interesting because no matter what we did to that building, people still came in there and said, "It feels like a hospital." Whether they knew it or not before they walked in, I don't know, but they said, "It kind of feels like a hospital." There's a reception area in the front and things like that. But they spent a lot of time and money down there to make it good.

JP: So do a lot of people live between here – you live in Aventura, do you?

AD: I live in Aventura, yeah. Over the years, I think more and more staff was hired locally because it was easier for them to get there. But a lot of the faculty was either from further south, Miami, or they were up from Broward.

JP: Yes. But if you're from here, that's still a heavy-duty commute.

AD: Well, if you're from here, it's 20 minutes. It's not bad.

JP: On a good day.

AD: Well, going south is messy. I come north in the morning, which is okay. So coming north is fine. Going south is a disaster.

JP: Yeah, that's what I was thinking.

AD: I'm still in Aventura. When I was in Aventura and I was down there, it was easy. It was ten minutes. But now it's 20, 25 minutes.

JP: In the beginning of this university, the educational leaders program was essentially the main source of income.

AD: Yes.

JP: Clearly, without that program or those clusters, it would've been very difficult – it was anyway – for the school to survive. What is the situation today? I read somewhere that in 2007 something like 42% of the students at Nova were involved in some form of education leadership.

AD: That was for many, many years, probably up until the last year or two, where there has been a drop in enrollment. It was the... I hate to use the term "cash cow," but that was the term. It was bringing 40 some-odd percent of the university's income into this place, so it was carrying a lot of the units on campus. And it was called, by the way – you probably know this – the National Ed.D Program for Educational Leaders.

JP: Yeah.

AD: That was the original name. And of course I've seen the name of that place change over the years that I've been here. When I started with the university, it was called the Center for the Advancement of Education. Then they switched it over to the Fischler Graduate School of Education. Then it switched to the Fischler School of Education and Human Services. And today it's the Abraham S. Fischler School of Education.

JP: They dropped "Human Services"?

AD: They dropped "Human Services," which created another section up here. So I've seen that name change – over the time that I've been here, I guess it's been four times.

JP: What would it cost for somebody to get an Ed.D degree – say they are superintendent of schools in Rahway, New Jersey – what would it cost that individual in terms of tuition to get that Ed.D?

AD: Today?

JP: Yeah.

AD: Today, it's probably close to... Let's see. I'll tell you exactly what it is. It's close to \$60,000 in tuition.

JP: How much?

AD: \$60,000.

JP: Wow, that's a lot.

AD: Yeah, because you're talking about almost \$900 a credit, \$860 x 69 credits. That's \$59,340.

JP: Wow!

AD: That doesn't include books, it doesn't include travel, and it doesn't include summer institutes.

JP: Is that one reason for the reduction in applications?

AD: No. I think one of the reasons that education in general has dropped is because there are no incentives anymore. In the education world, when people got higher degrees they got bigger salaries and a lot of the school districts have just dropped that, number one. The second part of it is that a lot of the districts have dropped paying for professional development as well. When I went through the program, my district actually supported some of my credits. A lot of people had that because they had it in their contracts. That has disappeared. It used to be the —

JP: That was standard for most of the good —

AD: Very standard. It used to be you had a salary schedule that was bachelors, bachelor's 30, bachelor's 60, master's, master's 30, master's 60, and doctorate.

JP: And they encouraged you to pursue that.

AD: Absolutely. And so you had a vertical horizontal scale. Now that's changed and people are saying, "Well,

where's the incentive? What do I need? I need a master's perhaps."

JP: Then why would I spend \$60,000 and not get a pay raise? It doesn't make much sense.

AD: That's right.

JP: What is the general sense of whether people are interested in Ed.D or masters? Is it fairly equal?

AD: Well, the master's has pretty much become the standard in education at this point, so most people need a master's to maintain their license, their educational license and certification. The Ed.D is not a requirement, but anybody looking to pursue school administration might as well have the Ed.D at this point.

JP: So most of the degrees today are Ed.D.s rather than masters?

AD: Well, they're two different levels. You've got your master's, which is the first level, then the Ed.D.

JP: Now, the Ed.D.s, do you offer a Ph.D. as well?

AD: They just started a Ph.D. in Education. It just started this year. It's a very, very small group that's

focused on research. You know the difference between the Ed.D and the Ph.D.?

JP: Dissertation?

AD: Yeah, the dissertation is the – it's not that you don't do the dissertation in the Ed.D, you do, but the Ed.D dissertation is an applied focus. It's applied research as opposed to research.

JP: Yeah. Well, is it... I was at the University of Florida for 39 years. There is somehow a sense – and I have no idea because I don't know anything about an Ed.D – that somehow it's a lesser degree.

AD: Well, people may have that sense only because most people are more familiar with the Ph.D. The Ph.D. is a global doctorate. People know Ph.D. When they hear Ed.D, they're not sure, although UK offers Ed.D. Harvard only offers an Ed.D in Education. They don't offer a Ph.D. So it's really a practitioner's degree.

JP: It's the same issue, education, to explain to people what this degree is, what you learn, how you use it?

AD: The same thing. We usually deal with that internationally. When we started to develop the doctoral program internationally, we had to explain what the Ed.D

was because nobody in Mexico knew what the Ed.D was. Nobody in Malaysia knew what the Ed.D was. They knew Ph.D. Even though the title is still doctor of whatever, it was a different focus.

JP: What is a GTEP?

AD: GTEP is the Graduate Teacher Education Program. That was just an umbrella for the courses that were involved in teacher certification. Okay? That was the GTEP program.

JP: And MS and SLP?

AD: Speech-language pathology.

JP: Okay. And ITDE?

AD: Instruction Technology Distance Education. You've got a lot of acronyms there. They're acronyms for a bunch of programs.

JP: And so is the emphasis now moving more toward the technological aspect of education? There are a lot of people taking these kinds of courses.

AD: Well, surprisingly, the ITDE program, which you would think would be one of the most enrolled programs there, is still now. We actually developed the ITDE more

internationally than we did domestically, so we had a lot of international students involved in that.

JP: Do you all do TOEFL?

AD: Mm-hm.

JP: Do you do that overseas?

AD: Mm-hm.

JP: I'd imagine that would be -

AD: That's a big one, TOEFL. TSOL and TEFL are the programs.

JP: Right, okay. Now, you took over in 1997?

AD: Right.

JP: And this is a pretty big jump in terms of your background. What were your feelings when you started work in that job, in terms of how you perceived what you planned to do in this job, and how you related to the rest of the university? I realize you're getting ready to move, but did you see the Fischler School as sort of an adjunct to the university, even though you were on campus at the time?

AD: I never did. There may have been people that did, but I always saw us as trying to bring the Fischler School more into the fold.

JP: Okay.

AD: Okay? And perhaps that is why I am where I am today, here, in terms of the general university position, a central university position, because I've always had the university first. Dr. Hanbury talked about his one NSU, and we're still struggling with that. Early on, this place was a bunch of silos. You had all of these different schools operating themselves, doing their own thing. I'm sure you've heard this from other folks.

JP: Oh, yeah, each tub on its own bottom.

AD: Absolutely. And of course the hardest thing to do in any organization, especially in education, is to unite it and bring it together. I think for a long time people heard NSU and because the Ed leader's program was the biggest, the most popular, etc., they focused on the Fischler School. They knew NSU through Fischler.

As a matter of fact, the interesting thing is that when I got into the job and started talking to folks out there, people would say to me, "Gee, my wife would love to

come here, but she's in medicine." Or she's in dentistry or she's in psychology. And I would say, "What are you talking about? Don't you know that NSU has 16 colleges and schools and we offer everything from," as Abe would say, "womb to tomb?"

And they were shocked, which always surprised me because anybody who would go to a university and not do their research about the place and simply say, "I'm going to a particular program." I found that kind of interesting on my own. Now, maybe that's just me. I'm just kind of an obsessive/compulsive kind of person, so maybe for me – before I actually came here, I did all of my research on the whole place. I wanted to see: Was there a campus? Was there no campus? What was here? What wasn't here? What programs were in existence and what weren't in existence?

JP: And a lot of kids go to school just for the football team.

AD: Absolutely. And, of course, we have no football – other than the Dolphins.

JP: And you don't want to claim them. [laughter]

AD: Not anymore!

JP: So do you see now – and I know from talking to Fischler why he set up that organization.

AD: Of course, you understand.

JP: There's really not much else you could do.

AD: Right.

JP: Is it now much more integrated?

AD: I would say its better.

JP: Better?

AD: I wouldn't say it's totally integrated yet. I think we still have –

JP: Oceanographic still seems to be –

AD: Well, you can have geographic distance, but you can still have a unified vision and you can still have a unified operating system. I think we still don't have that totally. I think in many ways the university still is in an identity crisis, still doesn't quite know who we are and what we want to be when we grow up – even though we're almost 50 years old. Are we going to go completely online?

I always tell people, "This is a story in reverse. This is a place that went from no campus to an unbelievable

campus. This is a place that started at the doctoral level instead of the beginning." It's like everything we do here is reversed. We set the trend and all of a sudden it's reversed.

Now we have this enormous, fantastic campus that people want to come to and we keep putting more programs online, because if we keep putting more programs online, who needs to come to campus? Look at the structure we're sitting in today. It's enormous. People love it. They can't believe it. I bring international people here and they just can't believe the size of the library. The library is the size of their whole entire campus, and probably bigger than that.

So I don't think we're there yet. I think we still have a way to go.

JP: When I talked to Ray Ferrero, he said that because of the way this school developed, at one point they were trying to stay alive and they didn't have any landscaping and no buildings. One of the things Ray was trying to do is say, "Okay, we've got to get this infrastructure up to standard." And as you proceed with that, then he wants to go back and develop an undergraduate program, because it's really not... They need to develop -

AD: Residential undergraduate because there was nothing here.

JP: Nothing here. More funding, they need to... They've been sort of paying as they go. So he said that it's still in a state of flux, in a way. The university is still pursuing its identity.

AD: Yeah. I think that's true. That's very true. Who are we? What do we want to be? We need to stop being everything to everybody. We have a lot of strengths. My personal opinion is that we should capitalize on the strengths and move forward with those.

JP: Why is it that people in the state of Florida and elsewhere don't know more about Nova?

AD: I don't think the university has done a good enough job of promoting itself. I don't think we've done a good enough job of promoting our alums out there. And I don't think we've done a good enough job of connecting with our alums afterwards.

So the alumni base is kind of interesting. The alumni base is more than 100,000. Most of them were involved in a particular program, most of them from a distance, so most of them don't have a connection. There's a disconnect.

Some of them have never stepped foot on the campus. So if you went to Delaware for your entire degree and you never came down here, you really don't have a real idea of what is going on here. So I don't think...

We have the same issues sometimes in the tri-county area, too. We have people who don't know who we are here.

JP: Yeah, I know it.

AD: Or we have people who think they know who we are and they have a different opinion. So my strategy has always been, "Come on down. Come and take a look at who we are." And once they come down here, they're convinced. That's been true since I...

I was doing partnerships early on, when I first got here, and going out and knocking on doors. And towards the end of my time at Fischler – I guess it was the middle, probably three-quarters through before I changed and came up to the main campus – people were knocking on my door. So the word was out that what we were doing was good, and people understood who we were. Again, it was that notion of educating people as to what we were doing.

JP: I think it really helped the relationship with the community once they got the law school. That sort of – it's a physical presence, a professional school.

AD: But that goes back. The law school goes back.

JP: Yeah, it goes way back.

JP: Honestly, I think the piece that really raised the bar somewhat in terms of recognition was the addition of the health professions: the medical school, the dental school, the pharmacy school, etc. That really raised the bar for folks outside of the county. And then, of course, our clinics and things are what make people know who we are. But we have a lot of out-of-state students who come for medicine, a lot of out-of-state students for dentistry and a lot of out-of-state students for law. So that's where we begin to go up there.

But if you walk into New York today and you say Nova, they still don't know who we are. Or they think we're Villanova because they refer to Villanova as Nova. So we still have that issue. That's an issue that – 50 years into where we are people should know who we are right now. A university is not its buildings. It's its alums and its faculty.

JP: And I can tell you specifically that the university has done really a bad job keep up with alumni. They don't have any records and they don't have events or anything.

AD: So you can imagine — I'm trying to get them to look at their international alums.

JP: No chance. [laughter]

AD: And they haven't even focused on their domestic alums. [laughter]

JP: Well, it makes sense in terms of the way you described the alumni. It's going to be a difficult process, but, nonetheless, they are alumni.

AD: And a lot of them are doing good things out there.

JP: Well, that's the point. At one point, I remember reading statistics about Nova Ed.D.s heading up some of the major school systems in the country.

AD: When I came here, we had eight or nine of the biggest school districts in the country.

JP: Yeah. And, of course, this is one of the underlying purposes of this book, to explain.

AD: Of course.

JP: And of course — and I'm sure you're probably aware that this thing was started by a bunch of businessmen who had no idea what they were doing and had \$75,000 and no land. [laughter]

AD: I always say, Julian, this is the best kept secret around. It's a story that has yet to be told.

JP: It is an incredible story.

AD: I've said to Abe Fischler all the time —

JP: Actually, it's unbelievable. Once you realize the process at any point — up until late '70s, this place could've gone under any day.

AD: Absolutely.

JP: How they got it off the ground to start with is a miracle.

AD: I mean, you've heard the stories of people paying for bills out of their pockets and not getting paid and everything else.

JP: Mr. Mailman bailed them out, Farquhar bailed them out. Every time they'd get in a problem, some white knight

would come up and give them land, give them money. It's an amazing story.

AD: But they never stopped. The persistence was there. The belief was there. The vision was there.

JP: That's right.

AD: And they pursued. I said to Abe Fischler, "Did you ever think this place was going to be what it is today?" When you walk on this campus and you see what's going on here —

JP: Nobody did. I've talked Tinsley Ellis and some of the people who were original Oatmeal Club guys. They'll tell you that they thought it would be a decent school and that they were proud of it.

And, of course, the interesting thing is that in the beginning the idea was insane. [laughter] There were 17 graduate students and 17 faculty members and no tuition.

AD: No tuition.

JP: From the concept, if you looked at it from a pragmatic point of view, you'd say, "This is not going to work."

AD: But you know what I tell people who work for me or with me today? Where we are not, we need to go back to that kind of thinking. The thinking that took place back then, in '64, is the same thinking we need to do now, because we're not doing anything different than what everybody's doing. At one point, we stood out. We were doing the clusters. We were flying folks to sites. We were delivering programs offsite. As you said earlier, everybody's doing it now.

So where do we go next? That same creative thinking has to take place now to bring us to the next level.

JP: What impressed is that these guys were conservative republican businessmen who had no idea – with a couple of exceptions – about higher education. Yet, from the very beginning, it was both innovative and entrepreneurial. The entrepreneurial part continues. From what I've learned, the innovative part has gotten caught up. As you get a bigger university, you get more administration.

AD: Yeah, you get more traditional.

JP: Yeah, more traditional. And when it started out it was non-traditional, with the exception of the law

school. It was a time when nobody had tenure. It was very different. There were open classrooms in many cases. It was a very innovative concept to start with.

AD: But it was a trendsetter. There's no doubt about it. It was a trendsetter and it's what higher education is today.

JP: Now, when you started out here, one of your jobs was accreditation, and I guess that's the constant bugaboo of any administrator. So did you have to deal with that from the point of view of the Fischler School, or did you work with that from the point of view of Nova University?

AD: No. It was from the Fischler School at the time, but it was the Fischler School's accreditation and licensure in those particular states. And then, of course, I was still there when we went through –

JP: Okay. The accreditation is individual states?

AD: Right. Well, licensure.

JP: As opposed to accreditation?

AD: As opposed to accreditation. But I did work on the SACS re-accreditation that we had a couple of years back.

JP: Now, how do you break down your international sites? Are they some educational, some business? What current programs do you offer?

AD: At the time I started, the two schools that were doing the most in international were business and education.

JP: So the MBA?

AD: The MBA and the other graduate business program. We did have some undergraduate programs called the APS, the Applied Professional Studies Program. But for the most part it was education and business that were the real areas that were out there with physical presence, face-to-face contact, flying folks to those sites, teaching on site and offering programs on that site. So, all of those programs were locally approved by the ministries of education. They were using – for the most part, I would say 95% NSU faculty flying to those sites. We did hire a couple of local adjunct faculty, but the students –

JP: Are you talking about international sites?

AD: Yeah.

JP: Well, of course, if they're paying \$60,000, I guess it's a viable cost.

AD: Well, it was workable. We were able to deal with it and able to deal with it in many ways, because we weren't paying – all the programs that I set up, we were never paying for rental space. We got free rental space. So we'd fly somebody in on a weekend, they'd teach and they'd leave. We didn't have huge overhead costs.

JP: Just one night in a hotel.

AD: It was one night in a hotel, a flight there and back.

JP: Maybe one person in charge of the cluster maybe?

AD: Right. But when you think about it, it was no different than what we're doing here. We were flying people to LA. We were flying people to Dallas. We were flying people to Chicago. It was the same thing. It's just that we flew people to Nassau, Bahamas, and we flew people to Kingston, Jamaica, and Panama City.

JP: Is the Panama program still going?

AD: No. That program... We actually had a physical building there. We had a building in Panama. We had a site in Jamaica. Well, we have an office in Jamaica. And we still have space in the Bahamas, a physical space. Panama was closed down. Panama opened up to really take

advantage of the niche market, which was the U.S. military. Once the canal changed hands, it started to go down and the market disappeared.

And then Ray asked me to actually go in there and do feasibility of whether we should stay open or not there. And the problem was that Florida State went in there, charging \$100 tuition. It was very hard to compete with \$100 tuition. It's just not viable.

JP: I've got this little report on the center, done in 1988. At that point, it was very successful. The government in Panama was very supportive. Of course, as you got... And one of the things I guess you teach everywhere is English as a second language.

AD: Right.

JP: Was that successful?

AD: Oh, yeah, that's always been successful.

JP: Your job now is to supervise all campus sites, both United States and international?

AD: No. My focus now is I'm purely international.

JP: Purely international?

AD: Yeah. So I'm working as an executive director here, on the main campus, out of the administration building. I oversee all of the international development, so that means we have 1,200 international on campus, students who are actually residing here on campus, on visa. That means our program operations outside the U.S. and then our international students and online programs as well. So it's a three-part focus.

JP: So how many countries now?

AD: Well, we were up to about 15 active countries, where we have operations going on. Do you have a list there?

JP: I have: Bahamas, Belize, Bermuda, Colombia, Costa Rica, Dominican Republic, Greece, Italy, Jamaica, South Korea, Malaysia, Mexico, Turks and Caicos, U.K.?

AD: China was added.

JP: China was added?

AD: Yeah.

JP: You have to be in China.

AD: China was added. Now, some of those are non-active at this time. So we have -

JP: Jamaica is not –

AD: Let me see what we have. Where are your internationals? I can tell you what's active and what's not active: Bahamas is active – I'm going to check it off for you – Bahamas is active; Belize is active; Bermuda is not active right now; Colombia, yes; Costa Rica, yes; Dominican, yes. Then we have not active, not active, yes, yes, yes, yes, yes and yes.

JP: And now you have Brazil and Argentina?

AD: Brazil we're doing. We just started with Brazil and Argentina, but we don't have active programs there yet. We're also doing training in India right now. So these are sites for full degrees. These are full degree programs.

JP: Okay.

AD: That does not include international sites where we're doing either professional development or we're doing training or we're doing research, etc.

JP: Now, on these sites, you have hired and sent faculty from here primarily?

AD: Yes, primarily. We do have local faculty in some of those sites, but it's mostly from here.

JP: Mostly from here, but you do hire adjuncts from other schools from time to time?

AD: Yes.

JP: Is that the new trend? At the University of Florida, everybody that's teaching the basic courses is now adjuncts because it's cheaper.

AD: Right. The trend in higher education is to try to do more adjuncts, and I think that's going to be a continuing trend because it's cheaper for the university.

JP: Does that bother you?

AD: Yes. [laughter] It does. I'll tell you a person story. You want to know a personal story? When I first started working internationally, the first program I developed actually was Greece. It was very successful. We sent over a bunch of faculty. I took one chance with an adjunct. It was a disaster. The reason why is because these students are, what, 4,000 miles away? They start asking questions about the university and the adjuncts don't know the answers.

JP: Of course not.

AD: They don't know the answers. They don't know any of the internal workings of the university. They know what they're teaching and they know what they're doing.

JP: What do you do about financial aid? They don't know that.

AD: They don't have any clue. So it became an issue for me. And from then on, I've tried not to do adjuncts unless they were adjuncts that worked for us here that we knew and we'd worked with. But not all of a sudden, "My God, I need somebody to teach. Let me just call so-and-so to teach."

JP: And do you have difficulty finding locations or getting local staff?

AD: No.

JP: Do you keep up with them?

AD: Yeah. I speak to all of those folks.

JP: Reports?

AD: They do monthly reports. I speak to them via phone. Of course, now we use technology. We use video conferencing. We use Skype. We use all of those things that we need to do these days.

JP: How often do you visit these campuses?

AD: I was visiting them quite a bit. But now, of course, each one of — my role has shifted a little bit because I kind of oversee everything, and the schools themselves still run those programs, so they're sending their people more and more. But I try to get out once a year to most of those sites.

JP: So business administration?

AD: The business school folks would go out.

JP: They would go out?

AD: I don't actually run them anymore. I facilitate them. I work with them to develop new sites. I oversee. I do oversee all of our folks —

JP: You did in the past?

AD: I did.

JP: You dealt with curriculum and things like that?

AD: I dealt with all that before, but I basically —

JP: You hired the local people, but you don't anymore?

AD: But I was doing that for Fischler because I was based at Fischler.

JP: Okay.

AD: Okay? Now I'm based here as a central. Ray created this position, Office of International Affairs, last year. Basically it is to support, to lead, to innovate, to – any internationalization type of activity.

JP: Well, it's interesting that it seems to me – of course, this is only 50 years old, but for a long time there was – up until maybe the '70s – there was really not much interest in international studies. The University of Florida had maybe four or five programs.

AD: They're a top provider for international students.

JP: And then all of a sudden this thing takes off. It seems to me that for a while everybody was in it. But now they're starting to cut back. I know that Florida State had – they had this beautiful building in London that they purchased over there.

AD: Well, here's the thing with us. This is something that in the years that I've been working with Ray, because I really worked more with Ray than I did with

Ovid. He was only here for the one year that I was here. Ray was very pro-international, very much a supporter, as is Abe. We always said that our philosophy was not going to be to build campuses. That was not our philosophy. Unlike those like NYU, George Mason and all those places that literally went out and built campuses and then subsequently closed them.

JP: Yeah. They couldn't afford them.

AD: Because they couldn't afford to keep them open. We never did that. We took the same concept that we used back in the early '70s, which was the cluster concept, and basically did it that way. So we never had an investment in physical structure, we never had operating costs. For the most part, our operating costs were our cluster coordinator and whatever it took to run that particular class for that particular day or days or week or whatever.

So, with the focus that we did, we weren't in that situation. We didn't have to close any campuses. We may have shut down a program because the student base dried up or because there was no interest anymore or because the economy changed things. But, for the most part, our focus was always the same. It was to go in and do what this university did from the beginning: provide education at

times and in places convenient for students. We are still true to our mission.

JP: I know specifically that several schools and presidents of the schools – FSU is a good example – wanted that.

AD: They wanted the presence.

JP: You know how much – it lists here the British Museum. The cost of that thing was enormous. And then they never have made any money out of it.

AD: But the focus now it because everybody – they all wanted their own. They wanted their own presence. They wanted their name out there. They wanted all that out there. And we never did that. We basically went in... For example, we went into Italy. We went in and we partnered with the University of Rome Sapienza, which is the third-oldest university in the world. There we are, little NSU, 40-some-odd years old at the time, sitting in this incredible office of the director, talking about jointly developing programs for a dual degree. And that's how we did it. The same thing in Barcelona, same thing in –

JP: Well, a lot of it is contacts and how you present your program.

AD: Absolutely.

JP: And if you can get the right people locally... This is off the subject to a degree, but I was with the University of Florida and University of New Orleans. We had a summer school in Innsbruck for nearly 35 years and over 10,000 students. And we did it the same way. We leased space. We'd use their cafeterias because they were gone in the summer. Nobody even talked about buying a building over there. It would've been disastrous. We didn't want to have to make that kind of commitment.

So if you learn how to integrate your program with the local university and the community and the culture, it works fine.

AD: It works. You raise a valid point and that is if you know how integrate your program with the culture. So what people didn't want was, "Here's your program." We were able to tweak it to the point where we knew we had a local population and we knew we had to deal with some of those things.

JP: Of course, it's a little bit different. We just took undergraduate students from the United States over there.

AD: Yeah, well, that's different. We were dealing with locals, in country.

JP: That's what I said, yeah. That's a totally different thing because you've got language issues and you've got all kinds of problems.

Well, now, in terms of the students who come here, how do you go about admitting them? Do they have any scholarships or financial aid? How does that work?

AD: The students who come here – there are currently about 1,200 of them, with a split of about 76% graduate right now – they are admitted through the normal channels. They have a couple of additional issues to deal with. They have to have their TOFL or their language proficiency exam, whichever –

JP: They have to, yeah.

AD: We have a minimum score for that. We have to submit that. They also have to have their transcripts evaluated by a local agency that evaluates them for equivalency. So they have those pieces and they come in the normal way. They are pretty much self-funded. I don't know if you know, but international students, in order to

show their visa, they have to show the full amount for one year.

JP: Yeah.

AD: Okay, so in order to get their I-20 they show the full amount of funding, whether that is through scholarship or through whatever.

JP: Sometimes through government.

AD: Right. In the case of the Saudi government, for example, we have about 60 some-odd Saudi students here, they are fully funded by the Saudi government through the King Abdulla Scholarship Program, but they meet the same requirements and they come in the same way. The only difference is their funding is being provided for them.

JP: Well, they do have some extra cash.

AD: They have a few extra dollars. Even there — you talked before about relationships. At one point in time, we couldn't get the Saudi government to send anybody here, again because they didn't know who we are. They thought we were a mail-order kind of thing, etc. Today, we have a wonderful relationship with the Saudi government, and it's only because... We've been up at the Saudi mission in Washington several times. I've got very good rapport with

those folks up there. Ray and I went up there twice. We did presentations on the university. It's all about personal relationships.

JP: And performance.

AD: And performance, of course.

JP: The old story is that once you bring someone in and show them the quality of the education, then they can go back and say, "This is great. We enjoyed it. We have a good program here."

AD: Ph.D. in Pharmacy this year, we have 16 students and 13 of the 16 are international.

JP: That was my next question. How many are in medical areas?

AD: I don't have the numbers with me. I could get them for you if you want them.

JP: No, that's okay. Just a general —

AD: There is a large number in the health sciences. There are two reasons for that. One, it's a field in demand that international students want. Number two, our students need to come into programs that are mostly on-campus, face-to-face instruction. They're not allowed to

take more than one class per term online. We have more and more programs going to fully online, which means that there is no place for them to go here. So they have to find programs that are on campus.

JP: I would imagine pharmacy would be a major –

AD: Pharmacy is big with India, Saudi and China, very big.

JP: That makes sense. How many Chinese students so far?

AD: I'll give you the exact number from Asia. It's 221. The bulk of them are probably India and China and then we put Malaysia in there.

JP: That's pretty good.

AD: Yes, 221.

JP: And where is going to be your new relationship with China, where physically?

AD: Well, we're already there. We're already in Shanghai, operating with the American school there, and that's the Ed. leaders program, the educational Ed.D program, in Shanghai. Most of the students in that program, however, are ex-pats. They're ex-pats who are

living in China, working in the international schools in China, which is the fastest-growing region for international schools.

JP: Oh, it's huge.

AD: Yeah, huge.

JP: Everybody, every university has a campus over there.

AD: So now we're looking at Beijing. We're looking at developing a relationship with the Humanities and Social Sciences School, in Beijing, at Beijing Normal University, as well.

JP: I noticed that you took... I have this press release from Ray. You took your new post on August 18th. How do you see your job now as differently when you saw it when you started? It's been a little more than a year.

AD: Well, I was not involved at all with the on-campus students. I had no interaction with that office.

JP: Okay. But you had international experience?

AD: Oh, yeah, absolutely, but I was not doing that. We had an office of international students on campus, which was primarily a visa-processing office.

JP: Yeah, just to help them.

AD: That's pretty much what they did.

JP: Find housing and all that?

AD: Well, not even that. They pretty much got them in and gave them their I-20, which is what they needed to get their visa, and then that was pretty much it. I've changed that office to be very student-oriented, very focused on multiple services for students. We implemented this year a virtual pre-arrival orientation for students, which they do online. So they go on there and they do that. That deals with the things that you were talking about. "How do I find housing? What about this? How do I get from the airport in Miami to the campus? What do I do?"

JP: Medical?

AD: All of that stuff is that pre-orientation. Then, when we bring them here when they come in, we do an additional orientation on campus. And then throughout the year we do a series of workshops and work with those students. I have a lot more focus now on our 1,200 students on campus.

JP: As a university should. It has an obligation to

—

AD: Exactly. At the time, what happened was that we had some of these students in all of the 16 schools and colleges, but there was no central focus on them. So I've kind of unified that, providing services for faculty also who travel abroad, providing services for staff, and then working with the individual schools on developing new programs. I'm working on several in the medical school right now.

JP: That's been part of the problem I have seen as the university has evolved. At one time, there was not even a general accounting system. [laughs] Everybody did their own thing, different calendars and different tuitions. It was just — and it still is to a degree, but do you see that that is moving toward...? And is that a good thing or not? Some people argue that —

AD: Well, the centralization and decentralization issue?

JP: Yeah.

AD: I think we have — we're not a mom-and-pop operation. We're not a mom-and-pop anymore. We are a

major force out there to be reckoned with. It's only natural that an organization of this size has got to consolidate some services, has got to have some standards in terms of operating, and has got to provide central services for students that are consistent. We have to if we want to grow, continue to grow and be successful. So I see it in many ways as a good thing.

I don't think centralization for everything is good. That's why I said to you before – even in my role, it's a central service, but I'm not telling those guys what to do. I'm helping them, supporting them, finding new pathways, establishing new relationships, but I'm still working with them. And ultimately they've got to run that program.

JP: Well, there's an advantage to that. If the central administration continues to try to control the activities, it doesn't work.

AD: Yeah, it's not good. It doesn't work.

JP: Because nobody can keep up with the business school and the medical school.

AD: No.

JP: You couldn't possibly know how to hire people or what kinds of curriculum changes should be made. You just have to be able to have a central support system.

AD: Exactly. And I still teach as well. I do teach online.

JP: What do you teach?

AD: I teach global leadership.

JP: Does that have an educational component?

AD: Uh-huh. That's out of the Fischler School.

JP: Out of the Fischler School? Okay.

AD: It's in the leadership program. By the way, those students on campus represent 124 countries, if you want that information.

JP: That is up because it was 106.

AD: Yeah. We're up to 124.

JP: In your time here, 1997 to the present, what have been the most significant changes?

AD: Oh, I think the physical structure of the campus has evolved immensely over the years since I came here. There are probably five or six new buildings that have been

put up since then. There's a more centralized focus on services. I think there's been a huge attempt to raise the academic bar, in terms of looking at new program review standards, bringing in outside folks to review programs, etc. So the academic focus has been there. The physical development of the campus has been there. There has been a bigger attempt to reach out and establish partnerships, community partnership and partnerships with associations which we have worked on over the years. There's definitely a better brand awareness than there was before.

JP: That's the new concept, "branding," right?

AD: Right. As we said earlier, we still have a long ways to go externally. But it's funny because if you talk to somebody in Latin America, they know us better than they do in the United States. It's very funny.

JP: It's amazing.

AD: For some reason, our word has spread through Latin America. They know who we are. They look at us as leaders. We've had a number of folks graduate from the program, so maybe that's why. But maybe they do a better job of promoting themselves and people know where they came

from. Any time I'm in Latin America and I say Nova, they know us. So it's a different world.

JP: During your time here, what would be your biggest disappointment, things that probably should've been done that didn't get done?

AD: Well, I think we have not – from my perspective in terms of marketing and such, we have not put a lot of funding into marketing. I think we need to do a better job with that. I think that's probably what we could do better. We've got some great programs. I have very few issues that I think we haven't accomplished.

It's been a growing experience. I actually came here, took a year's leave from my job in New York to come here, and didn't know whether I was going to stay or not stay, and I kind of fell in love with the place after that. I was always a big believer, from when I started as a student, and I still am today. I still think there is so much potential here to develop and to move. We've got great people. We've got innovative people. We just have to get a handle on letting those people get out there and do their thing.

JP: How are the professional perks for anybody who's a faculty member or administrator, in terms of healthcare and all of that, retirement?

AD: I think we're the same as everybody else. We're maybe a little bit better here and there – worse in some areas, but better in most areas. Again, as an individual, and most of the people that work with me, I don't have any complaints. I'm very satisfied.

JP: Would the faculty/administrative salaries be superior to state universities?

AD: Somewhat, but not higher than most privates. So you have varying scales and it depends on where you are.

JP: So you're probably higher paid than FAU, but not as high as University of Miami?

AD: Right.

JP: What about tuition? Here again, you're between those two schools. Is that where you need to be?

AD: Yes. Our tuition, for the most part when you look at it, even though it's considered high, we're still pretty much the median in terms of the privates.

JP: Yeah.

AD: Miami is much, much higher than us.

JP: Oh yeah. But, again, there's this issue today of the economy of the student. Do you want to go to FAU, which is close by, or do you want to pay significantly more to go to a private school?

AD: There was an article in *The Times* last week about students leaving the state of Florida and going to private schools outside of Florida.

JP: It's cheaper to go to Vanderbilt than to go to UF.

AD: Right. Getting rid of their Bright Futures and getting rid of all of the stuff that they had.

JP: They had to do something about Bright Futures. When I was there, hell, 97% of the kids spent money on a new Lexus rather than tuition.

AD: Unfortunately, that's what they do all over the place with their financial aid. They get financial aid, they spend it, then they're at their aggregate and they can't use it, and they have nothing left to do.

JP: Well, the parents don't have to pay any tuition, so why not?

AD: Yeah.

JP: Is there enough financial aid at this institution?

AD: There's enough – Students get financial aid. When you talk about financial aid, are you talking about government financial aid, loans? I'm sure that's what you're talking about. Or you're talking about institutional scholarships?

JP: Institutional, yeah.

AD: No.

JP: Not enough?

AD: No. And that's something that has grown tremendously since I've been here. It has grown a lot, but it's still not enough.

JP: Not enough?

AD: It's not enough to attract the kinds of students that we want to attract here.

JP: Particularly graduate students.

AD: Yeah.

JP: The graduate programs I looked at – the medical school is very expensive.

AD: You saw what we're pulling in, in dental, for example. We have tons of applications for 100 slots. But we still don't have enough money. I can tell you from an international perspective – we don't have any monies targeted for international students yet, but we're working on it. But if we did, we'd probably have – we're at 1,200 now. Miami is at about 2,100 and UF is about 4,800. We would be probably over 2,000 students internationally.

JP: What is the undergraduate tuition now, do you know?

AD: It's about \$21,000.

JP: Mm-hm. And at that level – when I talked to George Hanbury, that was one of his goals. The number of students and the amount of money available for those students is not as good as it should be. If they're going to expand the undergraduate program, they're going to have to have –

AD: They have to put institutional funds into it.

JP: Yeah, they're going to have to.

AD: Absolutely.

JP: Because you just can't depend on — not at that cost.

AD: Right.

JP: If you were at UF, you could get by with your Pell Grants and things like that.

AD: They need to put that money into scholarship funding in order to attract... We're trying to do a lot of things. I'm sure George shared with you his 2020 vision and all of those issues. If we're trying to attract the best and the brightest here, we've got to be dangling dollars in front of them, because there is too much of a choice right now for folks to go to. We've got to have institutional dollars for them.

JP: For undergraduate you can understand. For a graduate coming here, if an undergraduate has the same cost at Vanderbilt and here —

AD: They're going to go to Vanderbilt.

JP: They're going to go to Vanderbilt if they can get in.

AD: Yeah.

JP: Do you think it's desirable to have a more significant undergraduate presence?

AD: Well, the strength of this place has always been graduate. I think it is good for us because undergraduate seems to be where people know what university from their undergraduate programs, and I think it'll grow. Plus, I think what's interesting here are the dual-admit programs.

JP: Yeah, mm-hm.

AD: Has George talked to you about those?

JP: Yeah.

AD: Those are highly desirable for kids who really know what they want to do from the beginning. If you want to go to med school and you know you want to do that, then come here as an undergraduate and you go right through. So I think that brings a good piece. Plus, we have a tremendous campus. We need to be utilizing this campus. We need to have students on it. It's a vibrant kind of place. A graduate campus tends to be utilized at night or on weekends.

JP: Yeah.

AD: Meanwhile, you walk around here during the day with the undergraduate presence and it's a whole different environment. It's a whole different campus.

JP: Having walked on the campus of a 50,000-student university and walking on this campus, it's a huge difference.

AD: It's a big difference.

JP: But, of course, Florida is so much bigger than it needs to be.

AD: Yeah.

JP: Assess the presidency of Ray Ferrero.

AD: I would say it has been highly successful. I think Ray brought another level to the university. He had a tough job coming in. He was deal with the silos. He was attempting to break them down, which I think he did to a great extent – not totally, but a great extent. Ray is known in the community. He's been here for years. People know him. People respect him. I think he brought another level of respect to the university. He was very much connected in Tallahassee, very much connected with ICUF, served on every board you can think of, so I think he brought a very different level.

What impressed me about Ray, or what continues to impress me about Ray is that he was somebody who was a non-academic who came into the presidency. I would never, never be surprised by him. He knew everything about every program. And I've traveled extensively with him, out internationally as well. And he would sit and talk about programs and I would just say, "My God, this guy knows everything." It's unbelievable. It's unbelievable. He knows about the medical school, he knows about nursing, and he knows about education. I saw that curve grow with him tremendously over the years.

JP: And I think it helped him a lot because he had been head of the board of trustees before, and he was also president —

AD: Right, so he had the background.

JP: Yeah, he was president of the state bar association. So he had the connections.

AD: That's right.

JP: And, of course, Ovid was an intellectual, not an administration.

AD: But today the college presidency has changed tremendously.

JP: Oh, it's a CEO.

AD: It's a CEO. It's pretty much a fundraiser. That's where the presidents need to be. They need to be out there, building business and developing.

JP: And I think we could agree that Ray has a forceful personality. [laughter]

AD: Oh, absolutely, but never said no to anything that was... As he would say, "Do your diligence, young man."

JP: But on the other hand, you don't want to try something that has not had due diligence. [laughs] He's a little short on those.

AD: Absolutely. But if you look at the structure today and this partnership between the county and the university -

JP: See, that's another part of this thing. There's no other example like that anywhere.

AD: No.

JP: And, of course, nowadays it's not doing as good from the Broward County side. But, nonetheless, here's the building, right?

AD: Here's the building. It's on this campus. It's a university resource. It's a community resource and it brings people in here every day.

JP: That's where I think he has really excelled. He sees an opportunity like that and he goes after it. If somebody comes and says, "We can do this." And I know George had a lot to do with that. If he comes up and says, "We can do this." And Ray would say, "Let's do it." The same thing with the art museum - he sees these possibilities. There is example after example.

AD: Yeah. I think we have grown tremendously under this leadership. The man leaves a legacy here that's unbelievable in terms of what happened. And, of course, most of my time here has been with him.

JP: Yeah. I told him, I said, "Well, it's really amazing. You've already got a street named after you."
[laughter]

AD: And a part of the Horvitz Building had his name on it. [laughter]

JP: Honestly, I told him, I said, "I see you're taking care of your legacy."

AD: But I think -

JP: He wasn't entirely pleased at that.

AD: And he's put people in place and in positions that have really focused on what they needed. I think that's important as well.

JP: I think one of the most important things he did – and this is from an outsider's point of view – was to work with George Hanbury.

AD: Yeah.

JP: Because he has a sense of how to run things. George knows.

AD: Right. George understands organizations.

JP: Yeah. And so he figures this out and knows that he can work with somebody like George and be effective.

AD: Right.

JP: Plus, he still has – and I'm not sure if this is really a correct term, but he really is still kind of a visionary. He still sees what the future can be like. It's not just that he's trying to make a little money this year and increase the budget and make a couple more hires.

AD: I think in his heart he understands and believes that we can be a player and we can make a difference. We

are making a difference not only in the community, but in the world. And I've heard him say that and I truly believe he believes that.

JP: Oh, absolutely.

AD: I've seen him in international circles. I've seen him deal with international dignitaries on campus. He truly connects with them. He truly believes in what they do and where we can help. He's always offered that option.

JP: And one thing he does, I've noticed, which is pretty good is he does listen. Not all CEOs do.

AD: He's an attorney.

JP: Yeah.

AD: Attorneys always listen. [laughter]

JP: Talk a little bit — I'm not going to keep you much longer. I know you're busy. Talk a little bit more about the Florida locations. So you have now your own building in Orlando and that is fairly sizable.

AD: Yeah.

JP: That's everything? That's the MBA —

AD: Well, I wouldn't say it's everything. The student educational centers, all of them – Miami, West Palm, Orlando, Tampa, Jacksonville, Fort Myers, and also Nassau, Bahama is part of that – they don't offer every program.

JP: Okay.

AD: They offer select programs that are able to be delivered to those places, but with an increasing perspective on the health professions.

JP: Okay. So you've got nursing –

AD: So you've got nursing, physical therapy, occupational therapy, cardiovascular, sonography – those programs are all being offered in those sites.

JP: Physician's assistant and that sort of thing?

AD: With tremendous facilities.

JP: Psychology programs as well?

AD: Some psychology offered in some places. Education is offered in all of them. Business is offered in all of them. But you have programs that are not offered in some of those locations. They all have directors, they all have staff, and they all have classrooms.

JP: It seems in Orlando you've gone against the tradition of not building your own building.

AD: Well, domestically we have built our own buildings; internationally we have not.

JP: Yeah.

AD: And we just opened up in West Palm.

JP: Yeah. Has that been successful? At a certain point, if the program has grown, it's hard to get lease space. And then that can change from year to year. You know how that works. So, to make a permanent location, I suppose eventually you have to have your own building.

AD: Yeah, which is what we have. That's the point.

JP: In every —

AD: In all of those locations, for the most part. I think we rent some of them, but some of them are our own buildings. The Palm Beach site, for example, we just opened. Those have been successful, yeah. Students who want to go to Nova and live in those areas are there. We're also beginning to see international students who want to go to those cities. They'd rather be in Orlando or they want to be in Jacksonville or wherever.

JP: So the main question now is: Are you going to keep these places in Miami or Orlando, or are you going to shift to smart classrooms and video conferencing?

AD: You can say that for the whole campus.

JP: That's what I mean.

AD: It's the same thing, yeah. I think we're going to do both.

JP: So you're going to keep these physical locations?

AD: Yeah. And the focus —

JP: Well, don't some people want to go physically and see a teacher?

AD: Absolutely. I teach online. I resisted teaching online for a long time because I'm an academic, but I want to be with you in my class. I want to look at you, etc. It's not quite the same being online with somebody, even though the technology is better and we do video and audio and all of those things. I still think people like the blended piece. They like the blended model. And they like some contact at some point in time during the program, whether it be one weekend or two weekends or whatever.

JP: You would like to see and have some sense of who you are talking to.

AD: Exactly.

JP: It's an interpersonal learning -

AD: And some students are fine with it. Some students love it.

JP: They don't need it?

AD: They don't need it. They're fine with it. It's 100 times harder to teach online than it is to teach on site. There is a lot more work involved. I'm on the thing every day and for hours at night and on the weekends checking things, because students today want an answer like that [snaps fingers]. If they send an email and you don't respond in a couple of hours, they're going to say, "Did you get my email?" That's what we've become.

I always use the analogy of the old TVs. Remember when we turned the TV on and waited for the tubes to warm up? And then the picture would appear. And we went to the thing called instant on. You pulled the tab and all of a sudden it was instant on. That's what they want. They want instant response.

JP: And how much is video conferencing, Skype and all of that? Is that most of it?

AD: No. Most of it is asynchronous programming at this time.

JP: Okay.

AD: In my own class, I do a lot of synchronous stuff, but that's my style. I want to be involved. I want to talk to students. I want to hear them. I want to see them, etc. It's not mandated that everybody do synchronous, at the same time.

JP: So how do you interrelate with all of the students? Do you have a time period where one student would email a question and you would answer?

AD: There is something called an ongoing – what we call a thread of discussion. So there's something that goes on and the student will post something, and then everybody in the class can react to that post, including the instructor. Then there's another time where there are due times, there are synchronous times where you say, "At seven o'clock..." For example, this week on Wednesday night at seven o'clock, I'll be on with the class.

JP: They all are expected to do it?

AD: Everybody logs on and everybody is on. We have our audio and we have our video and everybody sees what's going on.

JP: Okay. And how many students?

AD: In this class I have 11 in there.

JP: Is that about right? Can you do more?

AD: Online courses, when you go into more than about 16 or 17, it becomes cumbersome, especially because what you try to do in the time that you're with students is you try to get them –

JP: You want to interrelate with all of them.

AD: Right. The same way you would do in a class situation where you want to call on all of them, you want to call on all of them there as well. Sometimes it gets just hard to manage the technology that way.

JP: And so how long is the class?

AD: It's an hour and a half. That's about right.

JP: Twice a week?

AD: I meet with them over the course of eight weeks. This is an eight-week course. I meet with them four times

over the eight weeks on what I would a face-to-face basis using video conferencing, but it is constant throughout. At the other times, I'm on every day reacting to their postings, interacting with their projects, etc.

JP: Okay. And at the end of eight weeks, how do you evaluate their work?

AD: There are three major assignments throughout that course, so they submit those assignments.

JP: What would they be?

AD: In this course, one is a trends analysis on global trends. Another one is a personal leadership plan. And other one is a training project. They have to actually put together a training piece.

JP: So the first two would be papers that they would submit?

AD: They're all papers and one PowerPoint presentation.

JP: Okay. I was going to ask that question. They do make a presentation to the rest of the class?

AD: Right.

JP: And that would be the third?

AD: Right. And that's put up on the screen that they all see and they can post those on there.

JP: And then they can react to them?

AD: Exactly.

JP: And so you evaluate the quality of the work, the effectiveness of the presentation?

AD: Mm-hm. Well, it's constant evaluation because what I'm doing is they're posting all week long. They're responding to the syllabus that's in there.

JP: Does that make a difference if they don't respond effectively?

AD: Oh, absolutely.

JP: Or if they're not doing their work?

AD: If they're not doing it at all.

JP: Okay. It's just hard for me... You don't actually give exams.

AD: In that class, we don't give exams, right.

JP: So it's hard to test progress.

AD: No. But you're testing progress... And you can test progress and growth in terms of what they're... When I post a question or a particular scheme on there, I can see what they're learning because I know if they've read it or not read it. There are four textbooks to this course.

JP: Okay.

AD: So I know. It's programmed over the eight weeks. They need to read this, this, this and this. They need to react to this, this and this.

JP: So they have a syllabus and specific assignments?

AD: Yeah, same thing as a regular course. Yeah, there's no difference.

JP: But you still have some reservations?

AD: It's not that I have reservations. It's only my style. It's convinced me over the years of working with the students that it's doable. It can be done and students do well. It's funny that students say to me all the time, "This was a fantastic class. I loved this course." After the first synchronous piece I would have they them, they would say, "Wow, this was really good." And I would say, "Well, I think I'm a good professor, but tell me why you think it was so good." And they said, "Well, because the

time that you spent with us in the hour and a half, you actually taught something. You didn't just go over the syllabus. You didn't talk to us and go over the requirements." I don't do that. I said, "I'm not wasting my time talking about this. You know what the syllabus is. It's right there. You know what the requirements are. If you have a question about it, sure, call me and ask me." But I spend my hour and a half presenting new material, not presenting the textbook.

JP: That's interesting. Of course, I spent most of my time lecturing, but in a different context, mainly class discussion. If you have 11 students, you can get a lot done.

AD: Absolutely.

JP: I had to teach classes of 300.

AD: Right. You were doing large seminar classes.

JP: With 50 you can't -

AD: The online, I think we're using about 18 as the ideal size for an online course, and some of them are smaller and some of them are larger.

JP: Is that true in most campus classes?

AD: It depends on the universities. I think anybody going over that number is crazy. It's very hard to manage that kind of a group. Some students are going to be writing forever. You could have... You've got much more interaction. You have two kinds of interaction happening in an online course. You don't have a lot of student-to-student interaction in a face-to-face course. Students may answer, but they're not talking to each other. In this situation, they have to respond to their colleagues' postings. That's part of the grade.

JP: Plus, in a regular class, ten percent would ask question.

AD: Exactly. But as a good instructor in an online class, you're going to call on those folks.

JP: Because there are only 11 of them.

AD: That's right. They're going to sit there and they have to respond.

JP: Okay.

AD: They actually raise their hand. You can see them raise their hand and you can click on it and the whole bit. But what I do is I've got a lot of embedded video clips in there, anything that I would normally do. What I try to do

is recreate the whole classroom setting, just in a technology platform. So the only thing missing is that I'm not actually walking around the class, which is what I would normally do.

JP: That's a good way to put it, yeah.

AD: That's really what I do. I recreate exactly what I've done using the technology tools that I have. That's basically what it is. Although I still like to come by and pat you on the shoulder. [laughter] That's just me.

JP: Well, it helps.

AD: I'm Italian. What can I tell you? [laughter]

JP: If you don't do a little bit of that interpersonal –

AD: You want to develop that. I think in the online thing you miss developing the kind of relationship you can have with a student who comes to see you after class.

JP: But they don't do that?

AD: They do to a certain extent, but it's not the same.

JP: It's not the same?

AD: It's not the same. They may call you afterwards and say, "Can I talk to you about something?" But like you and I are sitting here today, it's different. You miss the nuances, you miss the gestures, and you miss the eye-to-eye contact. That's gone. But students like it. They seem to do well – not all of them, of course.

JP: If you had to guess, is it easier for students academically?

AD: I don't think it's easier. Actually, I think you can slide by in a face-to-face class a lot easier than you can in an online class, with the right instructor.

JP: That's always –

AD: I always say you have horrible face-to-face, on-site classes, and you can have horrible online classes. It's all about the instructor and what the instructor does. There are people, I'm sure, who do the minimal amount of work.

JP: Yeah, always.

AD: As a professor or there are people who do the minimal as a student. People are always shocked when they get their grades back because I guess they think, "Oh, this is easy." It's not that easy. They send back their papers

and I do the same thing I would do with the paper. I go through the paper and I mark it up. It's full of red and it's full of corrects and it's full of whatever. And I send it back. So it's the same thing.

JP: Are there any other anecdotes that you can think about that were like the woman flying her own plane from Puerto Rico?

AD: Yeah, flying her own plane.

JP: Or experiences you've had traveling?

AD: Sure. We've had folks that have come in from islands on ferries. From Greek islands they've come in to Athens and had to take the ferry to come in and take their classes and gotten caught up in windstorms. We've had all of those kinds of things.

JP: Have you had any problems with politics? In other words, if you were in Athens today, there would be some significant difficulties in terms of – or if you had a program in Cairo a year ago, or earthquakes or tsunamis?

AD: We've had a couple of hurricane issues to deal with, but fortunately – knock on wood – we've had no really crazy, natural disaster types of things occur, no political upheavals in any of the places we've been in. The things

that we've had have been very appreciative students who say to me – we would do local graduations as well in some of those places. Of course, they were invited to come here as well, but some of them couldn't afford to do that. So we'd have a local graduation. Some of us would speak. Sometimes the present would come over or whatever. But out of all of those, the students would say to me, "I could've never gotten an American degree if it weren't for Nova."

JP: Do you have students here, either undergraduates or event graduates, who want to go abroad and study?

AD: We do and we're now starting – that's something the university has in development, to study abroad. As a matter of fact, last week we had our first meeting. We developed a partnership with the American University in Rome. Actually, we did a virtual meeting with the folks from Rome who came in on camera. We now have a group of students who are getting ready to go in the spring. So that's something we're developing.

Again, it's another issue. Different people in different spots in the university have taken kids abroad for a week, but we've really never developed the semester abroad, and that's something we're focusing on now as well.

JP: Well, and of course the undergraduate population here is not as large. Therefore, there wouldn't be as much of a need for it. But obviously that's part of international –

AD: And, look, you've got 5,000 students and 3,000 students that are undergraduates, so even ten percent of those students are going to want to go abroad.

JP: Sure.

AD: And they want those kinds of experiences. So yeah, we're developing that now, which is another thing that my office is coordinating.

JP: Good. Now, I'm sure there are a lot of things I have not asked you. Is there anything you would like to discuss or talk about that I haven't brought up?

AD: No. I just think that my time here has been professionally and personally rewarding. I've grown considerably as a professional here and as a person. I've had a unique opportunity to interact with the ministers of education, politicians and university presidents from all over the globe.

JP: Do a lot of traveling?

AD: Do a lot of traveling. I have been blessed with wonderful relationships that I will have for the rest of my life with people that have worked for us or met with us or been our students. And I feel that I've made a difference for people's lives, which is why I've been in education for 35 years. It's been a challenge, but it's been rewarding.

JP: What's particularly interesting to me is the evolution of students in a foreign city because, as you well know, most students here couldn't tell you where Yemen was or —

AD: That correct.

JP: Or they didn't know whether Athens was in Northern Greece or —

AD: Or Georgia. [laughs]

JP: And don't know culture, don't know languages. And once you have that interaction — the Chinese students come here, the Indian students come here —

AD: As you said, American students, in general, are very myopic. They pretty much don't even know other states, never mind other countries, and they couldn't identify them on a map.

But if you think about it, for a place like this that hasn't really had a central focus on international students, we've got 1,200 students here. They interact all over this campus. We have different religions and different cultures and different races. It's been a tremendous opportunity. The Nova International Student Organization has grown and continues to grow, NISA. You might want to talk to them at some point. Diversity is one of the core values of this university. George has set out his core values and diversity is one of them, and that certainly is part and par with what we're doing on campus.

When you look at it, we have students from 124 countries; that's a large number of countries to be represented on campus. I think our students grow and the international students grow. If we're trying to increase peace and understanding and cross-cultural awareness and all of that stuff...

It was very interesting when we brought the Muslim students here from Malaysia. They decided that part of their Ed.D, even though we delivered it there – it was partially delivered there and partially delivered online. But they decided, because they were funded by the ministry, that they wanted to spend three months on campus. So we

brought them here for three months and we had their classes on campus, etc. But we had to address the whole issue of Halal food, for example, which was unknown to anybody on campus.

JP: It's good to know that.

AD: We had to go out there and say, "Okay, are we going to be able to provide Halal food? Are we going to be able to provide time for prayer?" So of course that had an impact on the campus. It had an impact and it was a learning experience for everybody. So those are the things that happened.

JP: Particularly in that religion.

JP: Oh yeah. And that religion right now, of course, has such a negative connotation to it. We have had a lot of Muslim students. We have a lot of Saudi students here. The students are wonderful here. They're great students. And, of course, that is what it means for our students to interact, so that young kids today don't have that opinion of every Saudi is a terrorist or every Muslim is a terrorist, etc. And that is part of what we do here.

Plus, we need to be preparing our kids to work in a global society. This is not an Americentric society anymore.

JP: Not by a long shot.

AD: Not by a long shot. All you need to do is read Tom Friedman's newest book. That used to be us. You'll get a very picture about what's going on.

JP: I think you've got it right.

AD: Yeah. So if we don't develop the international site and prepare students for global competitiveness –

JP: So you see your job as expanding?

AD: Absolutely.

JP: So 124 countries may be 160 countries?

AD: And 1,200 will probably be 2,200 students in a couple of years.

JP: And more –

AD: And more internationalization of curriculum on campus and more awareness of that, with more faculty exchange and more Fulbright exchange.

JP: Do you do much faculty exchange?

AD: We are starting now. We are starting to deal with the Fulbright stuff, as well.

JP: So the faculty exchange is important, and I think the fact that you can get undergraduates involved in overseas –

AD: Well, we did... I've found over the years at Fischler that sending faculty abroad – many of whom had not had any international experience – was an unbelievable thing for them. They all came back renewed, energized, and ready to go, ready to learn new things. Of course, we had to work with them before they left, because they had to understand about culture and stuff like that.

JP: That's really scary when the faculty doesn't know anything. [laughs]

AD: It's a scary thing to me that we've got professionals who can't identify Chile on a map, that we've got professionals who don't know anything about Muslim culture or –

JP: You ought to be able to identify Chile.

AD: That's an easy one to identify.

JP: Angola might be another one, but –

AD: It's an easy one to identify, but I'm not exaggerating when I tell you that. And that's just normal in the realm of development in this country. We have been very Americentric.

JP: I'll give you one statistic I heard. They questioned tenth grade students in Texas high schools and half of them could not identify the country to the south of Texas.

AD: Yeah, I believe it.

JP: Now, that sounds almost —

AD: Well, that's unfortunate to even think about, but I believe it.

JP: It's that bad.

AD: The other thing that I've done here is — I speak several languages and I've been able to develop materials in those languages for outside marketing, for outside governments, etc., and that changes the entire relationships.

JP: I saw a lot of your presentations. Some were in Spanish and Italian.

AD: Yeah.

JP: That's critical. If you don't have a language component, it's hard to understand and relate to the culture.

AD: Well, it's helped me develop relationships with those countries because the minute you go in there and they know — it's a different world. It's a different world.

JP: That's anything. You just give a chance to learn the language and they understand you're trying to at least communicate with them at their level.

AD: A couple of months ago we had a university in here from Brazil. I did the entire university PowerPoint in Portuguese for them so they were —

JP: Wow, they must've been blown away.

AD: They were wowed, yeah.

JP: Portuguese is not easy.

AD: Nope. And they were wowed.

JP: They should've been, yeah.

AD: But it says something. It says: A) We're interested in out. B) We have the capacity to work with you. C) We're ready to roll. [laughter]

AD= Dr. Anthony DeNapoli

JP: Well, I think that's a good place to end. Thank
you a lot.

[End]